2024

AP® French Language and Culture

Sample Student Responses and Scoring Commentary

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Task 3—Conversation

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Question 3: Conversation — 5 points

General Scoring Note: When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

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1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task	• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task	• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task	• Maintains the exchange with a series of responses that is generally appropriate within the context of the task	• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
• Provides little required information (e.g., responses to questions, statement and support of opinion)	• Provides some required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration	• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the conversation	• Use of register may be inappropriate for the conversation with several shifts	• Generally consistent use of register appropriate for the conversation, except for occasional shifts	• Mostly consistent use of register appropriate for the conversation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility **Scoring note**: A response that meets the majority (but not necessarily all) of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.

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Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "*I don't know*," "*I don't understand*," or equivalent in any language
- Clearly responds to the prompts in English

NR: no response although recording equipment is functioning

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Question 3

Note: Students' responses are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of the 5 turns in the conversation. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

The course theme for the conversation task was Families and Communities. In the task, the student had a simulated conversation with Malika, a classmate wants to discuss planning a going-away party for one of the high school's French teachers. The student needed to respond to the following 5 audio prompts:

1. Malika greets the student, mentions how much she likes her math professor, and asks the student if there is a particular teacher that the student likes this year.
2. Malika mentions that one of the French professors from the school, Mme Faye, is going to be returning to Senegal at the end of the year. Mme Faye has worked with the French Club, and they would like to organize a party for her. Malika asks what activities the student can think of for the party.
3. Malika says that they would also like to decorate the room and asks the student what they could do.
4. Malika explains that they would also like to give a presentation during the party, for example a theatrical presentation, a poetry reading, or a song. She then asks the student for the student's preference.
5. Malika mentions that the club is going to meet to talk about their ideas. She asks the student's suggestion for where they can meet.

Sample: 3A
Score: 5

Transcription of Student Response(s)

Salut. Moi, je pense que mon prof de français A P est mon professeur préféré, parce que elle est toujours très gentille et elle m'avait beaucoup aidée à améliorer mon français cette année. Elle ne donne pas trop de devoirs et je m'amuse toujours euhm quand je suis en cours

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Question 3 (continued)

Oh, je ne savais pas ça. Peut-être pour la fête on peut cuisiner ensemble quelques plats traditionnels des pays francophones du monde, parce que je sais qu'elle aime beaucoup cuisiner. Euh peut-être qu'on peut aussi l'écrire un lettre ensemble en français

Peut-être qu'on peut mettre des drapeaux qui viennent des pays francophones du monde euh pour célébrer le fait qu'elle rentre au Sénégal euh et aussi peut-être on peut euh cuisiner des pâtisseries pour apporter

Oh, moi, je pense que je préférerais chanter une chanson parce que, moi, je n'ai jamais fait ça, et je joue au piano et je chante aussi. Alors, ça serait une très bonne opportunité d'utiliser mes talents musicals pour du bon. Et aussi on peut choisir une de

Je pense qu'on peut faire la réunion chez moi parce que, moi, j'ai un maison très grande et il y a quelques semaines tous les élèves dans mon cours de français sont venus chez moi. Écoute, j'ai besoin de faire mes devoirs de français maintenant. Alors, je vous souhaite un, je te souhaite un bon reste du journée. Au revoir

Commentary
This response demonstrates a strong performance in Interpersonal Speaking. It maintains the exchange with a series of responses that is clearly appropriate within the context of the task. The response provides required information, such as responses to questions and statement and support of opinion with frequent elaboration ("*Je pense qu'on peut faire la réunion chez moi parce que, moi, j'ai un maison très grande et il y a quelques semaines tous les élèves dans mon cours de français sont venus chez moi*"; "*Oh, moi, je pense que je préférais chanter une chanson parce que, moi, je n'ai jamais fait ça, et je joue au piano et je chante aussi. Alors, ça serait une très bonne opportunité d'utiliser mes talents musicals pour du bon*"). It is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility ("*mes talents musicals*"; "*peut-être qu'on peut aussi l'écrire un lettre ensemble*"). The response also contains varied and appropriate vocabulary and idiomatic expressions ("*Peut-être pour la fête on peut cuisiner ensemble quelques plats traditionnels des pays francophones du monde, parce que je sais qu'elle aime beaucoup cuisiner*"; "*Elle ne donne pas trop de devoirs et je m'amuse toujours euhm quand je suis en cours*"). It demonstrates accuracy and variety in grammar, syntax, and usage with few errors ("*Oh, je ne savais pas ça*"; "*Oh, moi, je pense que je préférais chanter une chanson parce que, moi, je n'ai jamais fait ça*"). There is mostly consistent use of register appropriate for the conversation ("*Salut*"; "*Alors, je vous souhaite un, je te souhaite*"). Furthermore, pronunciation, intonation, and pacing make the response comprehensible ("*Peut-être pour la fête on peut cuisiner ensemble quelques plats traditionnels des pays francophones du monde, parce que je sais qu'elle aime beaucoup cuisiner.*") Finally, self-correction improves comprehensibility ("*Alors, je vous souhaite un, je te souhaite*").

Sample: 3B
Score: 3

Transcription of Student Response(s)
Oui, euh, mon prof, ah, mon prof favori est euh le professeur de d'histoire euh elle est elle est très gentille et euh j'aime j'aime le cours euh beaucoup aussi. Je je pense que c'est un chose que je veux faire
Oui, je pense que nous euh, je pense que nous pouvons faire euh un jeu comme la Kahoot ou euh c'est possible que ah vous pouvez euh vous pouvez avez un fête euh je pense que euh nous pense nous pouvons

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Question 3 (continued)

Euh je pense que je pense que nous pouvons célébrer avec un un gâteau et la glace et aussi euh je pense que chaque personne euh doit écrire euh, doit écrire une carte pour le professeur

Je pense que . . euh je pense que nous devions euh chanter une chanson ch parce que euh c'est amusant et c'est, c'est génial et je pense que le professeur es spécialement si le chanson c'est en français c'est un grand représentation

Je pense que si la réunion c'est une bonne idée je veux je veux voir euh du euh . . en en retard et merci beaucoup et euh et â bientôt.

Commentary
This response demonstrates a fair performance in Interpersonal Speaking. The response maintains the exchange with a series of responses that is somewhat appropriate within the content of the task ("*Oui, je pense que nous euh, je pense que nous pouvons faire euh un jeu comme la Kahoot ou euh*"; "*Je pense que . . euh je pense que nous devions euh chanter une chanson*"). It provides most required information, such as responses to questions, statement and support of opinion ("*Je pense que . . euh je pense que nous devions euh chanter une chanson*"; "*Oui, euh, mon prof, ah, mon prof favori est euh le professeur de d'histoire euh elle est elle est très gentille*"). It is generally understandable with errors that may impede comprehensibility ("*vous pouvez avez un fête"*; "*Je pense que si la réunion c'est une bonne idée je veux je veux voir euh du euh . . en en retard*"). Furthermore, the response contains appropriate but basic vocabulary ("*un gâteau et la glace*"; "*chanter une chanson*"; "*génial*"; "*gentille*"). It demonstrates some control of grammar and syntax ("*je pense que chaque personne euh doit écrire*"; "*Je je pense que c'est un chose que je veux faire*"). The register is generally appropriate for the conversation ("*je veux voir euh du*"). Pronunciation occasionally impedes comprehensibility ("*je pense que le professeur es spécialement*"). Finally, self-correction sometimes improves comprehensibility ("*je pense que nous euh, je pense que nous pouvons*").

Sample: 3C
Score: 1

Transcription of Student Response(s)
Salut ! euh, je, euh, j'ai mes p votre point de vue, euh . . les deux . .

Euh, j'ai, euh, les suggestions, euh, faire parler de une fête à l'école, euh, une prof qui va partir dans la fine de an . . j'ai . . votre . . euh . .

J'ai, euh, une pignate, euh, euh, j'ai, euh . .

Je préférer, euh . . une, euh, préférer, euh, la pignate, euh, des amis, euh . . euh, une big . .

Euh . . je . . je s'en et, euh . .

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Question 3 (continued)

Commentary

This response demonstrates a poor performance in Interpersonal Speaking. The response unsuccessfully attempts to maintain the exchange by providing a series of responses that are inappropriate within the context of the task. It provides little required information, such as responses to questions and statement and support of opinion ("*j'ai, euh, les suggestions, euh, faire parler de une fête à l'école, euh, une prof qui va partir dans la fine de an*"). The response is barely understandable, with frequent or significant errors that impede comprehensibility ("*Je préférer, euh . . une, euh, préférer, euh, la pignate, euh, des amis, euh . . euh, une big . .*"). It has very few vocabulary resources ("*prof*"; "*partir*"; "*suggestions*"; "*l'école*"). The response has little or no control of grammar, syntax, and usage ("*Euh . . je . . je s'en et, euh . .*"). Furthermore, it has minimal to no attention to register. The pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility ("*J'ai, euh, une pignate, euh, euh, j'ai, euh . .*"). Finally, clarification or self-correction (if present) does not improve comprehensibility ("*euh, je, euh, j'ai mes p votre point de vue, euh . . les deux . .*").

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